

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: Place date stamp here: <div style="text-align: right; font-size: small;"> Received Texas Education Agency 2014 MAY -9 PM 12:07 Received Control Unit </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Junction Independent School District	134901	Junction High School	
Vendor ID #	ESCRegion #	US Congressional District #	DUNS #
74-6001472	XV	11	193526555
Mailing address		City	State ZIP Code
1700 College Street		Junction	TX 76849

Primary Contact

First name	M.I.	Last name	Title
Renee		Schulze	Superintendent
Telephone #	Email address		FAX #
325-446-3510	renee.schulze@junctionisd.net		325-446-4413

Secondary Contact

First name	M.I.	Last name	Title
Cheryl		Herring	Business Manager
Telephone #	Email address		FAX #
325-446-3537	cheryl.herring@junctionisd.net		325-446-4413

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Renee		Schulze	Superintendent
Telephone #	Email address		FAX #
325-446-3510	renee.schulze@junctionisd.net		325-446-4413
Signature (blue ink preferred)	Date signed		


 Only the legally responsible party may sign this application.

701-14-107-048

Schedule #1—General Information(cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	N/A	<input type="checkbox"/>
9	Supplies and Materials (6300)	N/A	<input type="checkbox"/>
10	Other Operating Costs (6400)	N/A	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	N/A	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
x	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
x	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
x	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
x	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	Not Applicable	-	-	-
3.	Schedule #9: Supplies and Materials	6300	-	-	-	-
4.	Schedule #10: Other Operating Costs	6400	-	-	-	-
5.	Schedule #11: Capital Outlay	6600/ 15XX	-	-	-	-
6.	Total direct costs:		-	-	-	-
7.	Indirect cost (%):		-	-	-	-
8.	Total costs:		-	-	-	-

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Schedule #4—Request for Amendment(cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.		NOT APPLICABLE	
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Junction ISD (JISD) **Technology Lending Program Grant (TLPG)** will focus on **all of our 9th and 10th grade students** (approximately **127 students**) at Junction High School. Junction ISD consists of **three (3) campuses** – 1 high school, 1 middle school and 1 elementary campus with **670 students** and **417 of these students or 61.5%** are classified as **"economically disadvantaged"**. Our high school has approximately 210 students with a **44% economically** disadvantaged rate. We feel that the design of our proposed project includes processes and activities that are of sufficient quality and scope to ensure **equitable access and participation** among all eligible students while maximizing the utilization of equipment and resources.

Proposed 2014-2016 TLPG Program

The design of our 2014-2016 TLPG program will consist of an iPad program to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. Increasing access to technology is essential for that future, and one of the learning tools is the iPad. JISD realizes this new generation of students is highly connected social and digital natives. If we are going to engage this population of 21st Century students in exciting, challenging, vivid, and more rigorous manner, we need to change schools from boring places to total interactive places. The need to have information at the fingertips of students today is crucial to engage this generation. We need to change our thinking about technology as a tool; rather it is a means to extend learning and access to education 24 hours a day, 7 days a week, 365 days a year.

The individual use of the iPads is a way to empower students to maximize their full potential and prepare them for college and the workplace. JHS has chosen to use Apple's iPad because no other tablet offers a comparable level of educational opportunities. From the app Store list of 1.8 million books and 900,000 apps to the expansive network of iTunes University Courses, it is a tool for investigation, collaboration, production and personal expression.

At the beginning of the 2014-2015 school year, students and parents/guardians will attend an orientation and then receive an assigned iPad. The devices will remain with students throughout the school year and be returned to JHS at the end of each year.

Existing Lending Program

Currently, the district has a one-to-one student to computer lending program in the 11th grade at Junction High School. (***Grant-Specific Criteria - One or more participating campuses has an established technology lending program. (4 points)***) The district is submitting the 2014-2016 Technology Lending Program Grant (TLPG) to extend the current one-to-one project to all High School Students which are the next priority grade levels for iPads. This grant will allow JHS to accelerate the deployment of equipment and implementation of the online tools for learning to all JHS students campus-wide. JHS has already provided iPads and professional development to the faculty in preparation for full implementation. With 66% of all JHS students qualifying as economically disadvantaged, this grant would ensure all students would have equitable access to digital content focusing in math, science, and internet access from home to support the new digital curriculum.

Junction High School students and teachers reported great success with the Year 1 iPad implementation. Following professional development for teachers and technical planning and configuration, iPads were distributed to 11th grade students in August 2013 and were allowed to go home. Students work showed creativity and deep thinking as students used apps for presentations and podcasts. Students and teachers indicated that students were more organized through the use of these personal devices.

In preparation for the one-to-one technology lending initiative, the district has funded the installation of a secured wireless network. The wireless network ensures that all high school students who will be issued iPads can use network resources throughout the campus.

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To keep students engaged in their academic studies, they need to learn by utilizing the technology rich environment that surrounds them in their everyday world. iPads spark student interest and increase engagement as they visit tutoring sites and are introduced to new concepts to help meet the new state requirements for passing the STAAR EOC Assessments. Teachers and students can check out lectures from experts and professors at iTunes U, Kahn Academy and other similar online resources.

In addition to academic resources, iPads will provide the capability to support athletics and other co-curricular programs. Students in every discipline will be able to produce their own multimedia – and traditional – content on a platform that is the same for every student in every class.

In the Spring of 2013 JISD formed a committee to plan for the replacement of traditional textbooks with electronic editions at Junction High School (JHS). The plan would be for the use of electronic resources or digital devices such as iPads in the core academic subjects of English Language Arts, math, science and social studies. The process of phasing out textbooks will begin with equipping all JHS students with a mobile digital device for the 2014-2015.

It is time for the role of the teacher to change. Students with iPads have just as much access to knowledge as the teacher, and maybe more. Their perceptions do not have to be limited by a myopic and narrow textbook viewpoint. Teachers longer need to be the sole presenters of content. JISD envisions teachers to become experts who are inspiring good questions from students, teachers who are masterful at channeling student interests in productive ways and teachers who constantly assess student learning and providing critical feedback. In addition, iPads can assist students with learning disabilities to be actively thinking and obtaining information.

JHS envisions creating a student-run genius bar. Help desk students must go through an interview in order to get into the class that will be taught by JHS iPad Coordinator. Aside from simple troubleshooting at the high school, our students will help their former teachers at the middle and elementary levels with their iPad questions. JHS will manage all iPads. Our technology staff will install apps, deploy updates, and provide loaners for damaged iPads.

iPads are intended for use at school each day. In addition to teacher expectations for iPad use, school messages, announcements, calendars and schedules may be accessed on the iPad. Students are required to bring their iPads to all classes.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	-	-	-	
Schedule #9	Supplies and Materials (6300)	6300	\$66,943	-	\$66,943	
Schedule #10	Other Operating Costs(6400)	6400	-	-	-	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	-	-	-	
Total direct costs:			\$66,943	-	\$66,943	
Percentage% indirect costs (see note):			-	-	-	
Grand total of budgeted costs (add all entries in each column):			\$66,943	-	\$66,943	

Administrative Cost Calculation

Enter the total grant amount requested:	\$66,943
Percentage limit on administrative costs established for the program(15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$10,041

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 134901					Amendment number (for amendments only):		
Expense Item Description							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
						\$	
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	New iPads with 32 g Apple Care	iPads for digital textbooks	127	\$485	\$66,943	
	2	Survivor Cases	Carrying cases to protect iPads	127	\$49.99		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					-	
6399	Supplies and materials associated with advisory council or committee					-	
Subtotal supplies and materials requiring specific approval:						-	
Remaining 6300—Supplies and materials that do not require specific approval:						-	
Grand total:						\$66,943	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:**678**

Category	Number	Percentage	Category	Percentage
African American	1	N/A	Attendance rate	97%
Hispanic	57	N/A	Annual dropout rate (Gr 9-12)	0%
White	68	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	84	44%	Students taking the ACT and/or SAT	75%
Limited English proficient (LEP)	5	.03%	Average SAT score (number value, not a percentage)	1292
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	19.9

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public											63	64			127
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:											63	64			127

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Schedule #13—Needs Assessment

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annually JISD conducts a comprehensive needs assessment focusing on District and campus demographics, data from STaR Chart, SAT/ACT/AP data, NCLB report card, AEIS report, master schedule, parent involvement data, professional development surveys, parent surveys, and STAAR and EOC scores. The District Improvement Committee identified the following areas of concern: achievement gap between Hispanic students and other students, achievement gap between economic disadvantaged students and other students, overall math achievement, student engagement, college readiness, and rigorous academic standards.

JHS has a population of 210 with 44% low income. EOC results show that 71% of all JHS Algebra I failures were economically disadvantaged, 73% of English I Reading failures were economically disadvantaged while 54% of those were Hispanic students, and English I Writing failures were economically disadvantaged with 57% of those were Hispanic students.

In the spring of 2013, a steering committee made up of teachers, parents and administrators attended Mansfield ISD's iPad Summit to consider technology innovation to transform instruction. They had the opportunity to visit classrooms, talk to students and teachers, and observe iPads in action. The steering committee formulated a plan geared toward electronic learning for JHS to create a 21 Century learning environment.

In the summer of 2013, JISD enhanced the wireless access in all JISD classrooms, an Apple consultant provided High School teachers iPad training, and iPad policies were Board approved. In the fall of 2013, 70 iPads were distributed to 11 grade students and teachers. January 2014, 50 iPads were issued to 10 grade students. This met the needs of two grade levels but JHS does not have a 1:1 ratio.

In order to build on our commitment to provide educational opportunities, JISD holds tutorials an hour before school, during lunch, and an hour after school giving students access to the internet. In addition, the gym, band hall and Ag shop have wireless access points while students are participating in extracurricular activities.

The Kimble County Library provides community access to the internet. There is also wireless connectivity available at specific points in Junction such as Sonic and Mc Donalds. The Junction Economic Development Board has approved providing access points at specific locations around town.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve Overall Academic Achievement	Individualized instruction, tailored to the needs of each student within a particular classroom is made possible with the iPad no matter the grade level or classroom student load. Access to technology gives all students greater opportunities to create, communicate, collaborate and critically think.
2.	Close achievement gap between Economically Disadvantaged students and other students	iPads are easily modified to adapt to individual student needs. By varying the instructional and application formats, a student will be able to gain independence to willingly engage the device for additional continuous practice. The student will be more motivated and engaged providing more practice opportunities for students at whatever level of skill they are demonstrating.
3.	Close academic achievement gap between Hispanic students and other students	The use of iPads enable class activities to become more interactive. iPads are useful in terms of efficiency allowing student to constantly find words they don't know or providing software to bridge the gap created by the language barrier to learning.
4.	Math Intervention	The iPads serve as coordination and assessment devices for teachers and students. iPads give students immediate access to online sources to help them solve problems in addition to providing real time feedback. The devices foster a more motivated and enjoyable learning environment.
5.	Master rigorous academic standards	Teachers no longer need to be the sole presents of content. Teachers are adapting lessons to project-based learning. Teachers are becoming facilitators and guides for students to take an active part in their own education. Students will be assigned applications that enhance curriculum creatively, offering challenges and a variety of ways to interpret and use what they learn.

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Schedule #14—Management Plan

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Doctor of Education Degree/35 years experience: will ensure compliance with all grant requirements
2.	Technology Coordinator	Masters in Technology/ 30 years experience: will oversee the project, verify data and report to the Superintendent.
3.	iPad Coordinator	Masters in Technology/15 years experience: will maintain the daily operations of ipad equipment for students and teachers
4.	Principal	Masters of Education/30 years experience: will coordinate the grant at the campus level
5.	iPad Committee	Lead core teachers/4 to 35 years experience: will meet with principal bi-weekly to discuss project

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Professional development	1. Apple training	08/12/2014	05/29/2015
		2. iPad Training ESC	08/25/2014	05/29/2015
		3. JHS iPad app training Fall / Spring	08/25/2014	05/29/2015
		4. One-on-one app training 6 ½ days	08/25/2014	05/29/2015
		5. Visit Mansfield ISD / observe iPad program Fall/Spring	08/25/2014	05/29/2015
2.	Achieve 1:1 individual devices for all JHS students.	1. Make ipads available to 9 th & 10 th graders	08/25/2014	05/29/2015
		2. Student iPad orientation	08/25/2014	05/29/2015
		3. Parent/guardian iPad orientation	08/25/2014	05/29/2015
		4. Parent iPad classes	08/25/2014	05/29/2015
		5. Professional Learning Communities /iPads	08/25/2014	05/29/2015
3.	Enhance instructional methods.	1. Develop plan to change our teaching/learning process	08/25/2014	05/29/2015
		2. Integrate iPads into curriculum	08/25/2014	05/29/2015
		3. Provide differentiated learning opportunities	08/25/2014	05/29/2015
		4. Implementation of iPad apps	08/25/2014	05/29/2015
		5. Provide 21 st Century Skills /vital for student success	08/25/2014	05/29/2015
4.	Increase student engagement in learning.	1. Develop strategies to utilize curriculum resources	08/25/2014	05/29/2015
		2. Engage students in an exciting, challenging, and more rigorous manner	08/25/2014	05/29/2015
		3. Utilize outside student experiences	08/25/2014	05/29/2015
		4. Think "outside the box"	08/25/2014	05/29/2015
		5. Total interactive places	08/25/2014	05/29/2015
5.	Achieve academic achievement goals.	1. Administrator walk thrus /PDAS	08/25/2014	05/29/2015
		2. Parent Surveys	08/25/2014	05/29/2015
		3. Student Surveys	08/25/2014	05/29/2015
		4. Benchmarks	08/25/2014	05/29/2015
		5. STAAR and EOC results	08/25/2014	05/29/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The superintendent, technology coordinator, iPad coordinator, principal and iPad committee will meet monthly to review progress on goals and objectives. The following information will be discussed: 1) The iPad committee will solicit feedback from teachers and staff to determine areas of success and areas of concern, teacher use of iPads, and student use of iPads 2) The principal will send parent surveys with report cards to gather information from parents each six weeks. 3) The iPad coordinator will document equipment problems, teacher skills and needs, and student care of equipment 4) The technology coordinator will document any system failures. 5) other information: student progress reports and benchmark data. All data will be used to determine if any timeline or activity adjustments are necessary.

The superintendent will present a monthly update to the Board reviewing timelines and activities. The update will be sent digitally to all JISD employees and presented to the community in a "Superintendent Article" in the local newspaper.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In April 2013, after the Mansfield iPad Summit, the high school steering committee made a presentation to the District Improvement Committee. The committee identified 3 major concerns at JHS: student engagement, rigor and enrichment. In May 2013, the high school steering committee make a presentation to the Board of Trustees and the Board approved local funds for infrastructure improvements that allowed for enhanced wireless in all classrooms at Junction High School. The Board also approved local funds for 70 iPads for 11 grade students and staff, cases, apps, airwatch, and apple training. Due to the success of the iPads with the 11 grade students, in January 2014 the steering committee asked for funds to purchase iPads for the 10 grade students. JISD committed a combination of local funds and Instructional Materials Allotment Funds (IMA) to purchase 50 iPads for the 10 grade students. The phase in plan is to provide iPads to all high school grade levels over the next 2 years.

The grant will be combined with other resources to more JHS closer to accomplishing the goal of 1:1 ratio for all high school students.

The High School staff feels digital knowledge is one of the key components in their goal to prepare every student for college or a job by the time they graduate. The initiative is a shared vision on the part of all JHS stakeholders to include staff, administration, Board of Trustees, parents and community members.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Lesson Plans/ Walkthroughs	1.	Walkthroughs 3 per semester
		2.	Lesson plans showing enrichment/remediation using iPads
		3.	Evaluate lesson plans to determine teacher apps and training needed
2.	6 week Report to Coordinator	1.	Review teacher concerns /staff development needs
		2.	Review equipment concerns
		3.	Review student concerns / academic progress
3.	Parent, Student, and Teacher Surveys	1.	95% of teachers are using iPads for instruction
		2.	90% of students express education is enhanced by iPad
		3.	30% of parents are attending iPad training
4.	Professional Development & Appraisal System /Benchmarks	1.	PDAS observation 2 per semester
		2.	3 benchmarks in all core areas
		3.	Determine increased rigor and student readiness
5.	STAAR and EOC data	1.	Passing STAAR and EOC exams
		2.	Close gap between Hispanic students and other students
		3.	Close gap between economically disadvantaged students and other students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Weekly, the principal and lead teachers will review lesson plans to ensure use of iPads at a minimum of three times per week in each core subject. In addition, the principal will conduct walk thru in each core class each to observe student and teacher use of iPads. The iPad coordinator will evaluate lesson plans and propose teacher apps, training or programs.

Parent surveys will be sent to determine residential access to availability and student time on ipad at home. JHS will provide parents specific locations for wireless access in Junction such as Kimble County Library, Sonic, Mc Donalds, and JHS before, lunch and after school.

PDAS observations and benchmark data will be used to determine increased rigor and student readiness. Student surveys will be used to determine student engagement and enrichment. STARR and EOC exams will be used to determine success of iPad implementation on student achievement. STAAR and EOC data will be disaggregated to determine economically disadvantaged and Hispanic student results.

The information gained will help guide planning and decision-making, and allow JHS to target specific needs and concerns to support student achievement and teacher productivity.

Ideas for revisions to the plan and ideas for new initiatives come from the data.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Junction High School is a small rural school with multiple grade levels in core subjects at the same time. By increasing the number of students with iPads, it will enhance the teacher's ability to delivery electronic instruction. iPads are an educational transformation tool that allow teachers to differentiate instruction and gives students the creative freedom to explore learning in new and exciting ways. Education is no longer limited to an environment of walls where a teacher lectures in front of the classroom. Students need tools that will help them learn, create, communicate, and establish good time management. The grant will bring that innovative technology to the classrooms to aid teachers in teaching more effectively and relevantly to the students' need in the 21st Century learning environment. The recent increase in high school graduation requirements, along with a new accountability system has placed greater responsibilities to prepare students for the new rigorous high school curriculum and state testing. The technology will allow students to practice skills away from school in the core academic areas English, math, science, and social studies. Students will be expected to access online instructional materials to extend classroom instruction. Teachers and students will use creative thinking and innovative processes to construct knowledge, generate new ideas, and create products in all courses. Faculty and staff have been encouraged to experiment and test educational apps for their specific grade level that met the rigor to the Texas Essential Knowledge and Skills.

Increasing availability of electronic devices throughout all grade levels will enable teachers to utilize technology at its highest level of implementation where classes consist of multiple grade levels. 100% of teachers will design and deliver curriculum and instruction that includes student centered inquiry based activities. Through online programs like Project Share, students will be able to access content with a different approach to learning. All students will have equal access to the content and the delivery of instruction. The iPads will immediately become a part of the daily curriculum for all high school classes. The 4G wireless cards will be checked out to students who have no internet access at home.

Through grant funding for electronic devices will allow other funds to be expended for electronic textbooks, research materials, electronic programs, applications, and software. These technological tools will allow teachers to help students excel in the classroom and provide continual enhancement of technology skills. Students will be more engaged through the use of technology, leading to greater interest and success in all subjects. Teachers will create and utilize authentic assessments to evaluate student outcomes.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 134901

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

JISD has a lending equipment agreement in place having utilized other funding sources over the past 2 years. The Technology Lending Program Grant money will allow a cohesive effort to compliment digital equipment already in place. To ensure that all devices, programs, and applications are compatible, new grant funding will allow JISD to streamline all wireless access points, devices, software and applications, through funds which are specific to each category of service. To ensure students have dedicated access to a technology device through our lending equipment program funding from allowable resources in conjunction with Technology Grant award will secure a device for each student.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The JISD mission is to be committed to the task of educating all children in order to facilitate our students reaching their full potential. We believe that a team concept is the best method of educating our greatest resource – our children. Our goal is to provide technology tools to support improved student achievement of curriculum standards and promote deeper content mastery. Our goal is also to continue to align curriculum and assessment related technology integration and technology education for all students, grades K-12. This program would greatly enhance our ability to meet our goals and maintain our mission.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The lending program would help to ensure that more grade levels would have access to ipads, including the students that have the greatest need. In a community the size of ours the majority of our students live within a 2 mile radius of campus. The program would allow us to use of other funds to broaden our band width on all campuses and/or purchase ipads with 4G capabilities. This would allow parents and students to access our internet around campus at any time. Students are also allowed to come to campus and work in technology labs or libraries an hour before and an hour after school. Our county library and several businesses in the community offer wi-fi hot spots at no charge which also allows our students and parents access to the internet.

Digital learning is necessary to approach the higher levels of critical thinking set forth in new college ready standards , to meet the individual needs of every student, to support and enhance teachers in improving their practice, and to realize the efficiencies in school operations.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending grant will enable teachers to adapt their remaining curriculum to technology friendly uses. Without funding, which the Technology Lending Grant will provide, the transition in which curriculum, instruction and classroom management are able to change is slow. With aid of grant funding, JISD teachers, administrators, and counselors will be able to ensure that digital devices are programmed with K-12 curriculum alignment. Closure of educational gaps throughout all courses, with emphasis on English language arts, mathematics, and science is essential. Teacher training through appropriate funding is essential in usage of technological devices. Maintaining coursework currently aligned across the district and systematically incorporating technological devices without compromising educational objectives will be realized with the grant funding alleviating expenses for student devices and implementation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The effective use and infusion of technology in our classrooms will strengthen our curriculum and our ability to reach all learners. Equity in education must include giving all students the opportunity to learn and practice the skills of the 21st Century. The 1:1 program puts powerful technology into the hands of students to increase productivity and engagement, enhance communication and collaboration and to give them limitless possibilities for creative expression.

Students and teachers across disciplines are finding new ways to make learning more interactive. In Spanish class, students practice speaking by recording and playing back their voices. In economics class, students pull real-time stock market data to create and track a stock portfolio. And in math class, college-bound student research market costs to create a realistic housing budget. *(Grant-Specific Criteria - One or more participating campuses is using electronic instructional materials in more than one foundation curriculum subject area. 2 points)*

Students are no longer limited to writing essays and answering multiple – choice questions in order to demonstrate what they've learned. Educators need to focus on learning outcomes. With iPad, students have more freedom to express themselves. They can make a video, design a poster, or create a website.

The quick access to resources and tools has transformed what is possible in the classroom and has even transformed the concept of the classroom. Student exploration is encouraged and teachers have partnered with them to take advantage of developing resources that enhance learning like Kahn Academy, our own teachers' video lessons, simulations of projects like bridge building, and building complex circuits to extend in class science labs.

Benefits of implementing a 1:1 program across the curriculum:

- Improves Learning – differentiated instruction can be more readily delivered when all students have a device
- Efficiency and Flexibility – homework assignments using technology (Moodle, Internet, specialty applications) can be given with the confidence that all students can accomplish this work at home, thus maximizing discussion and conceptual exploration during class-time. More face-to-face contact time with teachers is possible compared to time spent managing computer carts and moving to and from labs.
- Technology and Information Literacy Skills – greater skills, comfort and confidence using technology including composition, research, data analysis, production and understanding. Students will be able to access school material (assignments, forms, podcasts, etc.) on a 24/7 basis and will be able to hone their organizational skills using technology.
- Textbooks – instead of having a textbook that is outdated (for most subjects) shortly after leaving the printing press, students will always have access to a world of up-to-date information that they can use to attain their academic goals.

"Change is happening at lightning speed, and if educators respond to it at a turtle's pace, we run the risk of failing to prepare a generation of our future workforce for jobs that don't exist today but will tomorrow, jobs that require citizens to be engaged, think critically and act together." *Matt Levinson, From Fear to Facebook*

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

JISD is committed to providing all training necessary for our teachers and staff to be equipped with extensive knowledge of technology resources.

When JISD initially implemented the iPad program our teachers were given the following training:

Mansfield Summit Training – February 2013

Apple Training – August 7th & 8th 2013

Intro to iPad – JISD iPad Coordinator – November 13, 2013

Intro to Curriculum/Apps – JISD iPad Coordinator – February 11, 2014

Region 15 Technology Training – April 15, 2014

For the upcoming year, our plan is to implement the following trainings:

Apple Training – August 12, 2014

iPad Training – JISD iPad Coordinator – Twice in the Fall

iPad Training – JISD iPad Coordinator – Twice in the Spring

One-on-one Teacher/Coordinator Training through-out the school year

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Infrastructure enhancement / upgrade to provide ample access points for student' technology devices have been partially completed and will continually be improved to ensure the best educational opportunities available.

The wireless network switch implementation, cabling and hardware upgrade provided additional ports, unified wireless and wired gigabit switches adequate to support students' use of devices which will be provided through the Technology Lending Grant. JISD has a solid foundation on which to build continual expansions as funding is available to meet the fast growing technological needs of students. This is imperative in order to ensure that our students are able to participate and compete at the college level and in the work force.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Junction is a rural community with wi-fi available at various locations which allows students wireless device access. JISD's wi-fi and open-door outlook offers extended use for students to access for technology devices. Purchasing 4G capable devices will alleviate some need for residential internet access due to the close proximity of our rural setting. For those outlying economically disadvantaged students, grant funding will allow provisions to enable access to the internet to those residences for educational purposes. Preliminary plans entail an application process encompassing a Responsible Use Policy and having demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills advanced planning.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students receive their iPads and training the first day of school. During training, students learn how to use their devices, how to login to the JHS network and review the iPad Policy Handbook. Parents are required to attend training/orientation before an iPad will be issued to the student.

Support structures are in place to help the student as he or she progresses in their learning of technology. Technical support available to students will be extended to them as needed for educational purposes. As devices are purchased and provided to students throughout the school district basic technical support will be provided in the check-out process for the technology device. Support for hardware and software issues can be obtained during regular school days and hours as well.

Located in our rural area 24 hour, local technology support may not be as readily available as to those in urban areas. However, our technology team is highly trained, will provide written and digital frequently found trouble shooting instructions with 24 hour options for technical support. Funding provided through this grant to purchase needed devices will allow other funds to be used to compensate technicians for student technical support.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently JHS has ipads for 2 grade levels. All students will have access to an individual digital device so there will not be an issue of competing needs or students left out.

The check out policy is a signed agreement that includes the following:

Appropriation: Your failure to return the property in a timely manner will be considered unlawful appropriation of the Junction ISD property. Your continued use of the iPad for non-school purposes without our consent may also be considered unlawful appropriation of the District's property.

Use of iPads on the Network: Junction ISD is committed to the availability of technology resources for student work. If you are experiencing problems with your iPad, you should be able to continue with class work. To assist in these situations, Junction ISD will provide an iPad for temporary use.

Internet Safety: There are many sites on the internet that can be potentially dangerous to minors. Junction ISD makes every effort to block these sites both inside and outside of the District by installing filtered browser on each device. You **MUST** use the browser when gaining access to the internet. You are in violation of District policy if you use software utilities or other means to restrict your home access.

General iPad Rules

Prior to Receiving an iPad Device:

- You are responsible for verifying that your Active Directory login is valid.
You can do this by logging into a desktop/laptop computer from within the District.
- You are responsible for creating a valid iTunes user account.
- You are responsible for setting up a password retrieval profile.

Use for Non-School-Related Purposes:

School District computers, electronic devices, networks and internet services are provided for purposes related to educational programs, school operations, and performance of job responsibilities. Limited personal use is permitted as long as such does not violate this policy and the accompanying rules, the JISD Student Technology Acceptable Use Policy.

Modification of the iPad:

- You should NOT modify the iPad in a way that will permanently alter either physically and/or electronically other than instructed by an administrator or other school personnel.
- You should NOT apply mark, stickers, or other decorations to supplied iPad cover unless you are willing to pay for the cover when you leave Junction ISD.
- You should NOT remove the asset tag.
- You should NOT remove supplied cover or screen protector from iPad, unless you purchase replacement protective accessories comparable to that supplied by JISD.

Class Requirement:

- You are required to bring your iPad to class every day.
- You are required to bring you iPad fully charged to class.
- When appropriate, Junction ISD encourages you to take your iPad home at night for class work and recharging. All rules and regulations are in effect during the school day extends to the use of the iPad at home.

Each student is responsible for taking care of the ipad that is issued to them. A student will not be administered an iPad unless agreement is signed by both student and parent. The applications for students that are purchased by the school will be administered to them by the iPad coordinator via Air Watch. Air Watch is a mobile device management system that allows the coordinator to monitor all use of the school owned ipads. This allows the coordinator to remove apps that are installed by students that are not acceptable.

Schedule #17—Responses to TEA Program Requirements (cont.)

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County-district number or vendor ID: 134901

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local policy, Children's Internet Protection Act, technology resources and Electronic Communications Agreement in conjunction with the Technology Plan plays a vital role in the student's accountability for technology device usage. Current practice includes deposits for devices and equitable considerations for economically disadvantaged as a part of accountability. iPads will be the property of the district and check out procedures will be followed. In addition, JISD will provide tracking and management tools. JISD's purchase of iPads has enabled us to extend insurance coverage on the apple devices. The award of Technology Grant will ensure that JISD is able to continue providing insurance for the student devices with appropriate funding. The iPads will be inspected to determine if they are in acceptable condition and then stored only to be reissued at the beginning of the school the following year.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Junction ISD's Responsible Use Policy and Technology Lending Agreement is distributed to students and parents prior to obtaining a technology device. These documents reflect verbiage, expectations and requirements specified in the Children's Internet Protection Act, Electronic Use Agreement, Technology Plan and local policy. The Lending Agreement will verify that students receiving internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.

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